e-ISSN: 2620 3502 p-ISSN: 2615 3785

# Pedagogical conditions for the formation of communicative competencies of students of vocational schools using interactive teaching methods

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#### **ABSTRACT**

This article presents the pedagogical conditions for the formation of communicative competencies of students of vocational schools using interactive teaching methods.

**Keywords:** Interactive, intellectual, communicative, competence, cases, reflection, interaction.

### 1. INTRODUCTION

We understand the implementation of pedagogical conditions for the successful formation of communicative competencies in students of vocational schools using interactive teaching methods as a set of subjective and objective requirements, bases, tools that significantly affect the pedagogical process and allow to achieve high quality teaching. In substantiating the pedagogical conditions that allow the formation of communicative competencies in students of vocational schools using the means of interactive teaching methods, the following cases were taken into account.

First, the role of the practical component in the learning process, the interrelationship of theory and practice, based on the solution of professional problems that are solved and discussed by teachers and students in the educational process in the orientation for students in modern vocational schools to innovative activities.

Second, the preparation of students for professional activities requires them to assume the values of professional activity as a factor that changes the environment, human life and innovative behavior.

Third, through using of interactive teaching methods in the formation of communicative competencies in vocational school students, the emergence of new content in a favorable innovative learning environment, creative interaction based on creative methods of problem solving. This situation requires the involvement of students in subject-subject interaction in an active position at all stages of the learning process.

Fourth, the justification of the pedagogical conditions allows students to be directed to independent individual activity.

Fifth, the use of information and communication technologies as a universal tool of the modern learner at all stages of the learning process promotes independence, problem-solving

### 2. METHODS

The research problem analysis the domestic and foreign literature. The study of accumulated experience in the formation of communicative competencies in students based on the use of interactive teaching methods in academic lyceums and vocational schools, higher education institutions, the use of interactive teaching methods in the context of competent-oriented vocational education allowed us to hypothesize that the formation of communicative competencies in schoolchildren will be effective when the following pedagogical conditions are taken into account, and for this purpose we have identified the following five interrelated conditions.

- creation of an information educational environment aimed at the development of communicative competencies based on the interaction of the local environment, including the learning environment, the internal situation of the study group and the educational environment created to improve the quality of the educational process in the vocational school:
- Encourage teachers of vocational schools to acquire the ability to form communicative competencies in students on the basis of interactive teaching methods;
- the use of computer technology as the most important technical means for the collection, storage, transmission of information in the formation of communicative competencies;
- The organization of various forms of interaction between teacher and student, formation of communicative competencies in students;
- Development of methodological support of the educational process for the formation of communicative Volume 3, Issue XII, December 2020 | 345

e-ISSN: 2620 3502 p-ISSN: 2615 3785

competence through the use of interactive teaching methods and modern teaching aids (curricula, case studies, manuals, electronic cases, etc.);

- Creation of communicative situations on the basis of educational (professional) problems, ensuring the formation of communicative competencies in students with the involvement of interactive teaching methods.

At the First the condition for creating a communicatively oriented evolving information learning environment based on the interaction of the local environment, which includes the learning environment, the internal situation of the study group and the learning environment created to improve the quality of the learning process in the vocational school. In this case where a communicatively oriented evolving information educational environment understood as an opportunity for the development of those involved in the social environment, which consists of a set of features of psychological and pedagogical existence, as well as the interaction of individuals and participants in the educational process.

The methodological basis for the creation of a communicatively oriented information-educational environment in vocational schools is V.V. Rubtsov ideas about the communicative environment based on communicative interactions between students and teachers, which provides the involvement of students in communicative activities as a basis for self-development is calculated [1].

#### 3. RESULTS

The success of the implementation of this condition depends on:

- Openness to the exchange of information and knowledge in the performance of tasks, problem solving;
- Encouraging students to be initiative and responsibility;
- take into account the achievements of students in the formation of communicative competencies;
- Ensuring a learning environment in which students feel their intellectual and professional status, success, and self-realization;
- Creation of joint life activities of teachers and students within the boundaries of the environment of vocational schools:
- Saturation of the environment with values and traditions;
- Saturation of the environment with resources (V.I. Slobodchikov) [2].

The creation of an evolving information learning environment ensures the integrated use of interactive teaching methods, their interdependence, as well as the integration of one method into another. The implementation of these conditions will ensure a change in the quality of the educational environment in the technical-technological, didactic, intellectual, emotional-value context.

Second, encouraging vocational school teachers to acquire the ability to form communicative competencies in students based on interactive teaching methods is closely related to the learning environment in vocational schools and defines teachers 'professional attitudes as a feature of learning environment. It is important for teachers to master the normative methods of self-determination in pedagogical practice, the implementation of pedagogical activities. This condition provides for the training and encouragement of teachers in vocational schools. To do this, it is necessary to conduct seminars, trainings and open lessons aimed at mastering the methods of practical use of the model of formation of communicative competence in students of vocational schools through interactive teaching methods. As a result, teachers will have new ways of organizing and conducting lessons. Third, the conditions for the use of computer technology as the most important technical means for collecting, storing, transmitting information in the formation of communicative competencies have great educational potential.

The implementation of these conditions will lead to a change in the quality of the educational process in vocational schools; the teacher's activity turns from the transfer of knowledge to the organization of students' independent work. The learning environment is enriched with new computer programs, databases and more.

The involvement of students in creative interactions is based on their equality, activism, communication, collaboration, as well as the distribution and change of roles in the process of resolving conflict situations. It should be noted that the interaction of subjects in the learning process occurs not when it is a simple group activity to solve problems, but when a coexistence society is created.

By disclosing and substantiating these pedagogical conditions, it can be argued that pedagogical interaction in interactive teaching methods is not only the exchange of information, but also the exchange of activities

e-ISSN: 2620 3502 p-ISSN: 2615 3785

between teachers and students that requires one activity to form a professional point of view, a model of professional behavior. Pedagogical interactions require the reflection of the participants in the learning process.

#### 4. CONCLUSION

In this regard, the organization of interaction in interactive methods in the formation of communicative competencies implies the distribution and replacement of the roles of teachers and students, the interaction of participants in the educational process. The interaction of subjects in the learning process allows the formation of productive communication.

Last one is the pedagogical conditions for the creation of methodological support for the formation of communicative competencies through the use of interactive teaching methods and modern teaching aids (curriculum, case bank, manuals, electronic slides, crossword puzzles, etc.) creation of educational and methodical support through the development of curricula, study texts, cases, textbooks, e-learning materials and expands, forming communicative competence based on interactive teaching methods. In this regard, the lessons create situations that require the organization of interactive ways of working with texts through the development of a set of cases that form communicative competencies.

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